

**AN ANALYSIS OF TEACHER-STUDENTS INTERACTION IN ONLINE
CLASSROOM BY USING FLANDER INTERACTION ANALYSIS
CATEGORY SYSTEM (FIACS) TECHNIQUES**

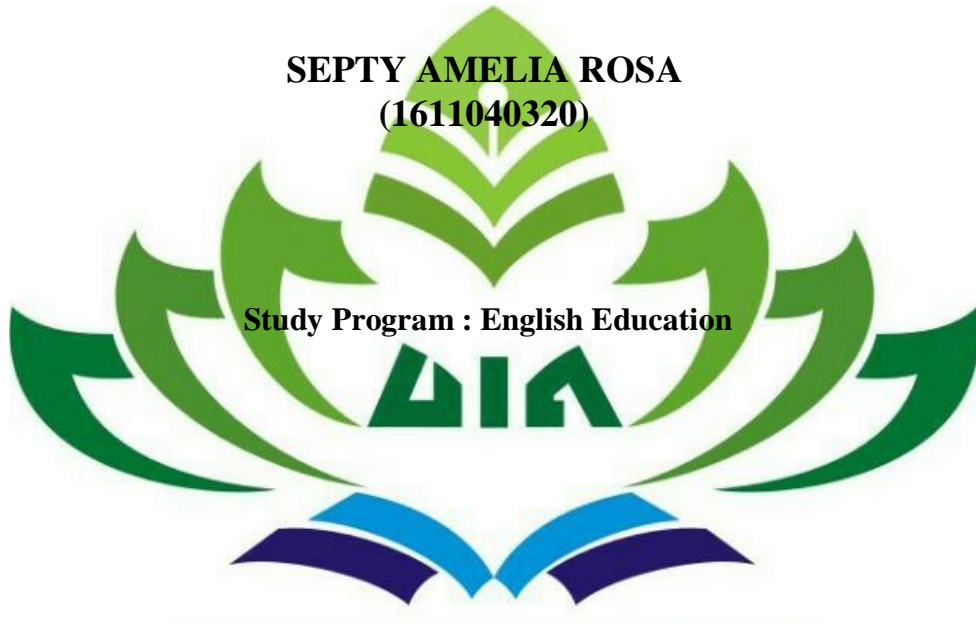
A Thesis

Submitted as a Partial Fulfillment of Requirements for S1-Degree

By

**SEPTY AMELIA ROSA
(1611040320)**

Study Program : English Education



**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
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Co-Advisor : Nurul Puspita, M.Pd**

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ABSTRACT

AN ANALYSIS OF TEACHER-STUDENTS INTERACTION IN ONLINE CLASSROOM BY USING FLANDER INTERACTION ANALYSIS CATEGORY SYSTEM (FIACS) TECHNIQUES

By:

SEPTY AMELIA ROSA

Flanders' Interaction Analysis Category System was used to identify and analyze teacher and students talk in speaking interaction in online classroom. The aims of this research are firstly, to categorizing the verbal interaction between teacher and students in the classroom at the eighth grade in MTsN1 Bandar Lampung in the academic year 2021, secondly, to know the percentages of Teacher-Talk (TT) and thirdly to know the percentages of Student-Talk (ST) during classroom interaction are occurred by using FIAC (Flanders Interaction Analysis Categories). This research used descriptive qualitative research method on verbal interaction between teacher and students in the classroom. The researcher chose the 8A class which consist 38 students as subject in this research. In collecting the data, the researcher used observation and recording.

From the result of data, the researcher found, the categories that occur in the classroom, in indirect teacher there are accepts feeling, praise or encourage, asks questions, lecturing. In direct teacher talk there are gives direction, criticizes or justifies authority. In student talk there are, student talk- response, studentinitiation, silence or confusion. Then, the teacher was dominant in verbal interaction in the classroom. The percentage of the teacher talk was 74,2 %, then, the students talk was 15,3 %.

Keyword: Flanders Interaction Analysis Category System, classroom interaction, teacher talk, students talk, analysis interaction.



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin, Sukarame, Bandar Lampung, Telp. (0721)703289

APPROVAL

This is to testify that the following thesis:

Title : **AN ANALYSIS OF TEACHER-STUDENTS
INTERACTION IN ONLINE CLASSROOM BY USING
FLANDER INTERACTION ANALYSIS CATEGORY
SYSTEM (FIACS) TECHNIQUES**

Name : **SEPTY AMELIA ROSA**

Student's Number : **1611040320**

Study Program : **English Education**

Faculty : **Tarbiyah and Teacher Training**

APPROVED

to be defended at the Thesis Defense
of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic
University of Lampung

Advisor,

Dr. Melinda Roza, M.Pd
NIP.19701272005012003

Co-Advisor

Nurul Puspita, M.Pd
NIP.198907172015032004

The Chairperson of
English Education Study Program

Meisuri, M.Pd
NIP.1980055152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled: **"AN ANALYSIS OF TEACHER-STUDENT INTERACTION IN ONLINE CLASSROOM BY USING FLANDERS INTERACTION ANALYSIS CATEGORY SYSTEM (FIACS)"**, by: **SEPTY AMELIA ROSA**, NPM: 1611040320, Study Program: English Education, was tested and defended in the examination held on: Tuesday, August 31st 2021.

Board of Examiner:

Chairperson : Meisuri, M.Pd

Secretary : Irawansyah, M.Pd

Primary Examiner : Nunun Indrasari, M.Pd

Secondary Examiner : Dr. Melinda Roza, M.Pd

Tertiary Examiner : Nurul Puspita, M.Pd

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nurya Diana, M. Pd.

NIP: 19640828 198803 2 002

DECLARATION

I hereby that this thesis entitled : “An analysis of teacher student interaction in the classroom by using Flander Interaction Analysis Category (FIAC)” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, Juni 28th 2020
Declared by,

Septy Amelia Rosa
NPM.1611040320



MOTTO

خَلَقَ الْإِنْسَانَ ۖ عَلَّمَهُ الْبَيَانَ ۖ

(3) Created man (4) [and] taught him eloquence (**Ar-rahman 55: 3-4**)



DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Abidin and Mrs. Rosmaida who always loves me and keeps on praying for my life and success. Thanks for all the motivation.
3. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.
4. All the part of English education 2016.



CURRICULUM VITAE

The name of researcher is Septy Amelia Rosa. Her nickname is Ocha. She was born on September, 5th 1997 in Bandar Lampung. She is the daughter of the couple Mr. Abidin and Mrs. Rosmaida. She has one younger brother, he is M Aldo Alfahrezi.

She accomplished her formal education at kindergarten at TK Aisyiah labuhan ratu and finished in 2003. Then she entered Elementary School at SDN1 Bandar Lampung and finished in 2009. After that she continued her school at Junior High School at MTsN 1 Pahoman Bandar Lampung and finished in 2012. After that she continued her school at SMK Farmasi Kesuma Bangsa Bandar Lampung and finished in 2015. After that she continued her study at the State University of Islamic Studies (UIN) of Raden Intan Lampung and finished in 2021. She was active in organization of the campus when she was in first semester. It was Maharipal. Her job experience, she was work as a private English teacher and as a apoteker assistance at Bumi Waras Hospital.

The Researcher

Septy Amelia Rosa
NPM. 1611040320

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First, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “:An analysis of teacher student interaction in the classroom by using Flander Interaction Analysis Category (FIAC)” is presented to English Study Program of UIN RadenIntan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the researcher would like to express the deepest sense of gratitude to :

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3. Dr. Melinda Roza, M.Pd, the first Advisor, who has patiently guided and directed the researcher for the completion of this thesis as well.
4. Nurul Puspita, M.Pd, the Co-Advisor, who has guided the researcher since the first till the researcher completed of this thesis.

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7. My Parents Mr. Abidin and Mrs. Rosmaida, my younger brother M. Aldo Alfahrezi and all my big families who always support me.
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CHAPTER I

INTRODUCTION

A. Background of the Problem

In education, English is an important language of communication. Students can easily to access everything by learning English. Speaking is one of the language basic skills. A form of communication is speaking, so it is important and the most effective way. How you say something can be as important as what you say in getting meaning across.¹ It means that speaking is the direct route from one mind to another, and it is the way usually choose when we want to ask a question, or give an explanation. Through speaking the students can communicate each other, express their ideas and process the information they had gotten, but the students still find the difficulties in learning speaking. Thus, it is important for the teacher to use strategy in teaching speaking.

Speaking in classroom is the crucial point for English learning activities and communication in the classroom interaction. Furthermore, Ellis argued that teaching and learning process in the classroom should be conducted as interaction to get language model and facility since its quality can influence level of acquisition². Even though in reality the students especially in elementary school graduates are still find difficulties in learning English because several learners are not familiar with English interaction in daily

¹ Rhodry Jones, *Speaking and Listening*, (London: John Murray Publisher Ltd, 1989), p.14.

² Ellis, R. *Instructed Second Language Acquisition*.(Oxford: Basil Blackwell, 1998)., p.46

conversation except several learners who have background using English in their environment.

Based on the problem above, teacher has some role as the facilitator to introduce them into new language. Teacher responsibility is to keep the interaction flowing smoothly and efficiently. According to Scott, there are individual learners' intellectual factors such as; lack of knowledge and lack of fluency.³ Based on that statement, teacher should praises and encourages when students giving answer the question asked by the teacher even the answer is wrong, true, or doubt. In this case, teacher should be creative to find out a good way in communication with students.

In the classroom, teacher and students are the main point of interaction during the teaching process. This is a beginning level class; the student comes into the class with minimal survival English proficiency, their goal in the class is to be able to use English to survive.⁴ In this research measures only the verbal or speaking of teacher and student. Verbal interaction is very important in teaching and learning process in the classroom.

English classroom interaction in Indonesia become a challenge for teacher and student and it can be the one of the ways to achieve the goals in teaching learning process. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in reciprocal effect on each other.⁵ It means that classroom interaction occurs

³ Scott Thornbury, *How to Teach Speaking*, (Harlow: Longman, 2005), pp.1-2

⁴ Brown H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy (Second edition)* (London: Longman, Pearson Education ,1994), p.3

⁵ Ibid, p. 165

not only in the classroom and at the school, but also wherever there teaching-learning process take place. Interaction in the form of communication and language in helping students to become competent and effective students.

In early March 2020 COVID-19 pandemic took the world by surprise, so the online classes implemented in Indonesia. Researcher found in the preliminary research by doing an interview with English teacher and student at MTSN1 Bandar Lampung, there are some problems related to language development program in online teaching learning process by using zoom/online application, when online teaching learning there were some problems occurred, such as unstable connection of teacher or student, sometimes the devices had no sound, and student sometimes turned off the camera and the teacher did not know their activities there.⁶ Actually, they are active and have good communication in offline classroom but in online classroom sometimes the students silent because did not know what the teachers said.

Therefore, the researcher would like to analyze online classroom interaction. Through the classroom interaction, the researcher would know the percentages of teacher' and students' talking time. One of the guidelines to analyze the speaking interaction activities is by using Flanders' Interaction Analysis Categories (FIAC). This system measures only the verbal behavior of teacher and student. FIAC technique was developed by Dr. Ned A. Flanders at university of Minnesota between 1955 and 1960. According

⁶ Ms Tri Asih Pratiwi, *English Teacher at eighth grade in MTsN1 Bandar Lampung*, date: Dec 4th 2019, time: 10.00-11.30 am

Trichapondwa, FIAC is for identifying, classifying, and observing classroom verbal interaction.⁷ Flanders instrument was designed for observing only verbal communication and non verbal gesture are not taken into account. FIAC is an observation technique which records classroom interaction in ten categories.

Based on the Flanders Interaction Analysis Category (FIAC), there are three categories of classroom interactions, they are: teacher talk, students talk, and silent. The first is when teacher is talking (Teacher Talk) include accepting feeling, praising, accepting / using ideas of students, asking question, lecturing, giving direction and criticizing. The second when student is talking (Student Talk) includes student talk response and student talk initiation. And the last no talk (Silent) is the situation which is in silence. The researcher only focused on analyzing Teacher Talk (TT) and Student Talk (ST).

There are several previous researches which are relevant to this research. The first previous research is an article from Fitri Mardiyana, “Verbal Interaction in English Classroom Using Flanders Interaction Analysis Categories System (FIACS)”. It found from the percentage of all categories, the dominant category used by the teacher was Giving Direction. In the other hand, the dominant category used by students was Student Talk-Response it

⁷ Trichapondwa, S.M, *Interactive Communication and the Teaching-Learning Process*, (Gweru: mambo press, 2006), p.4

showed the teacher was more active and dominant talking than the students during verbal classroom interaction.⁸

Second previous research is an article entitled "An analysis classroom interaction in English subject at senior high school" by Dosma Mutiara Purba. The dominant category of Teacher Talk in English classroom interaction at SMAN 2 Doloksanggul was Lecturing (25%). While The domination category of Students Talk was Students Talk Response (15.3%).⁹

The last previous research is a thesis by Eva Suzanna (2018) A Study of the Classroom Interaction Using Flanders Interaction Analysis Categories System (FIACS) Technique at MAN 3 Banjar in Academic Year 2017/2018. The Content Cross is dominant activity in which the teacher is more active in talking especially in category of asking question and lecturing and the student talk actively in category of student talk initiation.¹⁰

According to the previous research above, there is the difference and similarity with this research. The difference is when recording audio of the research, this research used on online classroom interaction, while the previous research obtain the observations in the field as face to face. The similarity with this research is the researcher used Flanders Analysis Category System (FIAC) to analyze the data. Based on the explanation above,

⁸Fitri Mardiyana, *"verbal interaction in english classroom using flanders interaction analysis categories system (FIACS)"*, (A thesis english education program, English and Literature Department, Faculty of languages and Arts, Medan State University, 2018).

⁹Dosma Mutiara Purba, *"an analysis classroom interaction in english subyet at senior high school"*, (A thesis faculty of languages and arts, state university of medan, 2017).

¹⁰Eva Suzanna, *A Study of the Classroom Interaction Using Flander Interaction Analysis Categories System (FIACS) Technique at MAN 3 Banjar in Academic Year 2017/2018"*, (Thesis. English Education Department, Tarbiyah Faculty and Teacher Training, 2018)

the researcher were conduct the research entitle “An analysis teacher-student classroom interaction in online classroom by using Flanders Interaction Analysis Category System (FIACS).”

B. Identification of the Problem

Based on the background of problem, the researcher identifies the problems. The students have good interaction communication with their teacher but sometimes silent class occurred because students did not know what the teachers said by using English.

C. Limitation of the Problem

In this research, the researcher focused on investigating speaking online interaction between teacher and students. The researcher analyzed the data obtained only from voice recording teaching and English learning in online classroom by using zoom. In flanders theory there are three classification of category there are student talk, teacher talk, and silent. The researcher only focus on teacher talk and student talk.

D. Formulation of the Problem

The researcher formulated the problem as follows:

1. How many percentages of Teacher-Talk (TT) during classroom interaction are occurred by using FIAC (Flanders Interaction Analysis Categories) ?
2. How many percentages Students-Talk (ST) during classroom interaction are occurred by using FIAC (Flanders Interaction Analysis Categories) ?

E. Objective of the Research

Based on previous explanation, the objectives of this research are:

1. To find the percentages of Teacher Talk during classroom interaction by using FIAC (Flanders Interaction Analysis Categories)
2. To find the percentages of Student Talk during classroom interaction by using FIAC (Flanders Interaction Analysis Categories)

F. Use of the Research

The uses of the research are:

1. Theoretically, this research as complement previous research and theories about teacher and student verbal communication in classroom interaction during teaching learning process.

2. Practically,

The significances of this research are to:

- a. For the teacher and pre-requirement to get S1 degree, this research for evaluation and modification of teacher in teaching learning.
- b. For the students, in order to be more active in speaking English in classroom
- c. For the school, as an information and increase knowledge about verbal interaction between teacher and students in the classroom.
- d. For the researcher, As a references and information to the English teachers and the students related to the problems in classroom interaction between Teacher and Students in the classroom and as a source of information for further research on classroom interaction to the reader.

G. Scope of the Research

1. Subject of the Research

The subject of the research were teacher and students at the second semester of the Eleventh grade at MtsN1 1 Bandar Lampung

2. Object of the Research

The object of the research was to find the percentages verbal conversation in classroom MTsN 1 Bandar Lampung.

3. Time of the Research

The research has been conducted at the second semester in academic year of 2021.

4. Place of the Research

The research has been conducted at online classroom



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Speaking

There are four skills that are need to be mastered by students. They are listening, speaking, reading and writing. One of them is speaking, speaking as productive skill.¹¹ Many people use speaking in their daily life, study and many kinds of activities. That is important for us to learn English in order to communicate and interact with other people in other part of the world. Speaking has important too in human being's life. Speaking is used for communication among people in a society in order to keep in relationship going well. Richard stated that speaking is one of the central elements of communication in EFL (English as a Foreign Language) teaching.¹² Moreover, speaking really important in classroom with speaking student can communicate or express what he wants from other with their friend and responds the the teacher's command.

In classroom students are difficult to communicate using English, because they must think hard before say it. According to Thornbury, Speaking is an act of producing words.¹³ It means that Speaking is an oral interaction or an act of producing words which the participants can express

¹¹ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methodes in Language Teaching*, (Cambridge: Cambridge University Press, 1991), p. 90.

¹² Jack C. Richards And Willy A. *Methodologyin Language Teaching Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 210.

¹³ Scoot Thornbury, *How to Teach Speaking* (London: Longman, 2005), p. 1

their ideas and feeling and also they can communicate with others, by Speaking the communication can be understood be easily.

In addition, speaking is the one of four basic skills in learning foreign language. It has been taught since the students entered an elementary school; they are difficult to communicate using English, because they must think hard before say it. Of course, students need interaction with others (teachers, friends) to communicate.

2. Classroom Interaction

In speaking, there is interaction between one and another people. Interaction can be said as the fundamental fact of classroom pedagogy because everything that happens in the classroom happens through a process of live person to person interaction.¹⁴ It can be concluded that interaction is a reciprocal relation between two or more persons and each of the people involved plays the role of actively.

In teaching and learning process, between teacher and students in the classroom, teaching and learning process can run easily because of interaction. Interaction can be said as the fundamental fact of classroom pedagogy because everything that happens in the classroom happens through a process of live person to person interaction.¹⁵ it means interaction occurs as long as people are communicating each other. In Interaction between students and teacher is fundamental in teaching and learning process. Interaction in the classroom has an important point as a

¹⁴ Ellis, Rod. *The Study of Second Language Acquisition*. (Oxford: Brasil Blackwell, 1994), p. 565.

¹⁵ Ibid.

supporter of the teaching and learning process in the classroom. Classroom interaction is the action between teacher and students. In teaching and learning process, between teacher and students in the classroom.

Classroom interaction is social relationship in the classroom performed by the teacher and the students during instruction interrelated. Dagarin argues that classroom interaction is two-way process between the participants. In the language process, the teacher influences the learners and vice versa.¹⁶ moreover, classroom interaction is a reciprocal and meaningful interaction between the teacher and students that happens in the classroom. Teaching and learning process can run easily because of interaction.

In online classroom interaction, teacher and students have a reciprocal effect upon each other through which they say. Meaningful interaction with others in the target language in the classroom is much more important in language learning. the description of the interaction between the teacher and students is seen from the teacher and student talk. The teacher talks are accepting feeling, praising or encouraging, accepting or using ideas of students, asking questions, lecturing, giving directions, and criticizing or justifying authority. The student talks are student talking-response, student-initiation, and silence or confusion.

¹⁶ Dagarin, M. *Classroom Interaction and Communication Strategies in Learning English as a Foreign.*(Ljubljana: ELOPE, 2004)., p.128

3. Pattern of Classroom Interaction

Interaction is a two-way communication between two people or more. According sardiman, there are two pattern of interaction in the teaching and learning process, namely an interaction between teacher and students, and interaction among students.¹⁷

1. Teacher-student interaction is one of the patterns of classroom interaction, out of two patterns, occurred between the teacher and the students which is initiated and dominated by the teacher as the source of teaching learning process.

2. Student-student interaction is another pattern of classroom interaction occurred among the students which is initiated and dominated by the students themselves to seek on the knowledge they want to get with little help of the teacher as the facilitator of teaching learning process. learners. This device helps the learner to be competent enough to think critically and share their views among their peers.¹⁸

Interaction involves not only expression of one's own ideas but also comprehensions. One listens to other, one responds (either directly or indirectly), other listen and respond.

4. Flanders' Interaction Analysis Category (FIAC)

FIACS technique is to find out the teacher's and students' talking time and characteristics in classroom interaction. According Tichapondwa,

¹⁷ Sadirman cited in Eci Febriani, *"an analysis of classroom interaction in English class at the seventh grade students in SMPN4 Bandar Lampung"*, (A thesis english education program, Lampung University, 2012). P18

¹⁸ *ibid*

Flanders' interaction analysis category system is for identifying, classifying, and observing classroom verbal interaction.¹⁹ It means that Flanders interaction analysis is a tool to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, student talk, and silence.

Flanders' interaction analysis is developed by Flander that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom.²⁰ The researcher who wants to use FIAC has to do plotting a coded data with a constant time before putting the data into observation tally. It is intended for knowing the calculating and characteristics of the teachers and students talk in the classroom. FIAC suggested that the constant time referring to every three seconds. In addition, it means that the researchers who wanted to use FIACS technique had to use three seconds to decide which one of the best category of teacher talk, students talk, or silence should be written down to put in the observation sheet.

¹⁹ Tichapondwa, S.M, *Interactive Communication and the Teaching-Learning Process* (Gweru: Mambo Press, 2006), p. 4

²⁰ Veronica Odiri Amatari. *The instructional Process: A Review of Flanders' Interaction Analysis in a Classroom Setting*. *International Journal Secondary Education*. Vol.3, No. 5, 2015, p.43-44

a) Explanation of Flanders' Interaction Analysis Category (FIAC)

To use the Flanders Interaction Analysis, the verbal interaction is code in 1 of 10 categories. There are the following 10 categories in the Flanders Interaction Analysis Category System Coding Instrument.²¹

Table I

		Cat ego ry	Activity
Teacher Talk	Response (IN DIRECT)	1.	Accepts feeling: Accepts and clarifies an attitude or the feeling tone of a student in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.
		2.	Praises or encourages: Praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "Um hm?" or "go on" and included.
		3.	Accepts or uses ideas of students: Clarifying or building or developing ideas suggested by a student. Teacher extensions of student ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
		4.	Asks questions: Asking question about content to procedure, based on teacher ideas, with the intent that a student will answer.
	Initiation (DIRECT)	5	Lecturing: Giving facts or opinions about content or procedures; expressing his own ideas, giving his own explanation, or citing an authority other than a student.
		6	Giving directions: Directions, commands or orders to which a student is expected to comply.
		7	Criticising or justifying authority: Statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the

²¹ Peter Birmingham, David Wilkinson. *Using Research Instruments: A Guide Researchers.*(Oxford University: Routledge, 2003), p. 132

			teacher is doing what he is during; extreme self-reliance.
Student talk	Response	8.	Student-talk response: Talk by students in response to teacher. Teacher initiates the contact or solicits student statement or structures the situation. Freedom to express own ideas is limited.
	Initiation	9.	Student-talk Initiation: Talk by students, which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, asking thoughtful questions; going beyond the existing structure.
Silence		10.	Silence or confusion: Pauses, short periods of confusion in which communication cannot be understood by the observer.

Explanation of the of FIACS :

Indirect Teacher Talk

1. Accepts Feelings:

In this category, the teacher accepts the feelings of the students. He feels himself that the students should not be punished for exhibiting his feelings.

2. Praise or Encouragement:

Teacher praises or encourages student are action or behavior when student give answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like good, very good, excellent, carry on, etc.

3. Accepting ideas of Students:

Category 1 and category 3 are different. Only accepted students ideas.

If a student give some suggestions, then the teacher may repeat with his

own style or words, clarifies, builds or develops ideas or suggestions given by a student.

4. Asking questions:

Asking questions about content or procedures, based on the teacher ideas and expecting an answer from the students.

Direct Teacher Talk :

5. Lecturing:

Interaction to giving facts or opinions about content or procedure; expression of his own ideas giving his own explanation, citing an authority other than students. Make the students focus on topic discussion.

6. Giving directions:

The teacher gives directions, commands or orders or initiation with which a student is expected to comply with: Open your books, Stand up on the benches, etc.

7. Criticizing or Justifying Authority:

This statements intended to change student behavior from unexpected/non acceptable to acceptable pattern. If the teacher make any joke aiming at some particular students, then it belongs to this category

Student Talk :

8. Student Talk Response:

It includes the students talk in response to teacher's talk. Teacher asks question, student gives answer to the question.

9. Student Talk Initiation:

Talk by students that they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought like asking thoughtful questions; going beyond the existing structure.

10. Silence or Pause or Confusion:

Periods of quiet during which there is no verbal interaction, more than one person at a time talking, short periods of silence and period of confusion in which communication can not be understood by the observer.

FIACS provides ten categories to classify classroom verbal interaction including into three groups namely, teacher talk, student talk, and silence. Tichapondwa (2008) argues that Flanders' interaction Analysis is for identifying, classifying, and observing classroom verbal interaction. So, Flanders' interaction analysis helps the researcher to identify interaction during teaching and learning process in online classroom.

b) Advantages of Flanders' Interaction Analysis Category (FIAC)

As a tool for analysis classroom interaction in the teaching and learning process, Flanders' Interaction Analysis Category has some

strength.²² The analysis of matrix is so dependable that even a person not present when observations were made could make accurate inferences about the verbal communication. Different matrices can be made and used to compare the behavior of teachers at different age, levels, sex, subject-matter, etc. This analysis as observation techniques in the teacher education program and effective for evaluation and modification of teacher in teaching learning.

Based on the explanation above, the researcher conclude that through counting classroom interaction by using FIACS technique, there are some advantages helping understanding classroom, objective, and reliable because the technique can improve the online teaching learning behaviour and to find a way to make studentes more active in speaking English.

c) Dis Advantages of Flanders' Interaction Analysis Category (FIAC)

As a system for analysis classroom interaction in the teaching and learning process, Flanders Interaction Analysis Category System has some dis advantages. In FIAC, there is no analysis assesment and much of the inferential power of this system of interaction analysis comes from tabulating the data as sequence of pairs in a 10 x 10 matrix and this is a time consuming process.²³

²² Veronica Odiri Amatari. Op. Cit.,p.47.

²³ *Ibid*, p.47-48.

B. Relevance Study

There are several previous researches which are relevant to this research. The first previous research is an article from Fitri Mardiyana, "Verbal interaction in English classroom using Flanders Interaction Analysis Categories (FIAC)". This study used descriptive qualitative design. The data of this study were utterances between English teacher and students during English classroom in XI-2 IPA of SMA Negeri 11 Medan. The instruments for data collection were observation tally sheet and video recording. The result showed all of the categories used in the teaching and learning process. It found from the percentage of all categories, the dominant category used by the teacher was Giving Direction. In the other hand the dominant category used by students was Student Talk-Response. In addition, the percentage of Teacher Talk was 59.76%, and the percentage of Student Talk was 36.72% during classroom interaction in English lessons. It showed, the teacher more active and dominant talking than the students during verbal classroom interaction.²⁴

Second, previous research is an article entitled "An analysis classroom interaction in English subject at senior high school" by Dosma Mutiara Purba. This study focuses on analyzing the process of classroom interaction through Flanders Interaction Analysis Category (FIAC) model. The objective was to describe how the teacher and students use the categories of classroom interaction in English class by using Flanders Interaction Analysis Category

²⁴Fitri Mardiyana, "verbal interaction in english classroom using flanders interaction analysis categories system (FIACS)", (A thesis english education program, English and Literature Department, Faculty of languages and Arts, Medan State University, 2018).

(FIAC) model. The data was found based on the data transcription . the source of the data was the utterances between English teacher and 10th grade students at SMA N 2 Doloksanggul. The instruments for the data collection was video recording. The data analysis applied descriptive qualitative research. It was found that the total percentage each categories classroom. The dominant category of Teacher Talk in English classroom interaction at SMA N 2 Doloksanggul was Lecturing (25%). While The dominant category of Students Talk was Students Talk Response (15.3%).²⁵

The last previous research is a thesis by Eva Suzanna (2018) “A Study of the Classroom Interaction Using Flander Interaction Analysis Categories System (FIACS) Technique at MAN 3 Banjar in Academic Year 2017/2018”. This study applies qualitative research design using FIACS Technique to analyze the classroom interaction. The researcher also uses the simple statistic to get the result. The data of this study are gained by doing observations in the field. The type of observations done was a non-participant observation. During the observation, the writer sat at the back of the classroom, observed, and recorded the teaching – learning process. The result shows the teacher talk had the greatest percentage, which were about 57.11%, indirect influence is 27,42%, direct influence is 29,25%, students talk is 33,15%, and the silence only 10,14%. 2. The characteristic of the classroom interction in XI MIPA 1 grader at MAN 3 Banjar is Content Cross. It can be concluded from the percentage that shows the teacher talk is the greatest

²⁵Dosma Mutiara Purba, *"an analysis classroom interaction in english subyet at senior high school"*, (A thesis faculty of languages and arts, state university of medan, 2017).

dominant than the student talk. The Content Cross is dominant activity in which the teacher is more active in talking especially in category of asking question and lecturing and the student talk actively in category of student talk initiation.²⁶

So, based on the explanation above, the researcher has been conducted the research about “An analysis teacher-student classroom interaction by using Flanders Interaction Analysis Category System (FIACS).”

C. Conceptual Framework

Speaking is a tool to communicate with others. By speaking everybody more to be easy to show what they want or think. But there are many people get difficulties to practice speaking. Such as, there are many problems in the classroom interaction. The students feel not confident, afraid to speak up with the teacher, because the students feel their grammar not good. So that, they not confident and shy.

Interaction is an active process in which people try to get their meaning across to each other by imparting thoughts, feelings or ideas. Interaction refers to any sort of interaction, student-students or teacher-student discussion, group discussions and any type of classroom participation. Classroom Interaction is a two - way process between the teacher and students and among students during interaction in the learning process.

²⁶Eva Suzanna, *A Study of the Classroom Interaction Using Flander Interaction Analysis Categories System (FIACS) Technique at MAN 3 Banjar in Academic Year 2017/2018*", (Thesis. English Education Department, Tarbiyah Faculty and Teacher Training, 2018)

Flanders Interaction Analysis Category (FIAC) is for identifying, classifying, and observing classroom verbal interaction. So, Flanders' interaction analysis helps the researcher to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, student talk, and silence. Furthermore the researcher interests to analyze the verbal interaction between teacher and students in the classroom, to know what categories of verbal interaction occurred in the classroom, and to know what dominant of verbal interaction occurred in the classroom.



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Tri Asih Pratiwi, English Teacher at eighth grade in MTsN1 Bandar Lampung,
date: Dec 4th 2019, time: 10.00-11.30 am. 2020.

